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THE EDUCATIONAL RECORD

OF THE PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1888.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1887. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1888.

VOL. VIII.

Articles: Original and Selected.

SONGS AND TUNES FOR EDUCATION.

BY W. S. TILDEN.

Whatever course of study is laid down in school music, or whatever system is employed in teaching, the work of instruction is but partial and incomplete if it end with merely the presentation of elements. However ingenious the mode of treating them, and however brilliant the display of class-work in simply elemental matters, they are but means, never an end. If anything worthy the name of education in music is to be attained,—if the musical nature of the child is to be awakened and trained,—it must be by bringing to his attention music itself in real living musical forms, such as exist in songs and tunes of acknowledged merit.

The pupil can be led to think musical thoughts by coming in contact with that which contains the expression of musical thought; and this is found alone in well devised tune-forms,—never in the dry detail of melodic or rhythmic elements. And these should never be made to take the place of that which is properly food for the song-nature of the child.

The inexperienced teacher often is governed by the feeling that the children's singing hour is nothing if it is not elementary; while, in fact, careful instruction in the singing of some good song is a most valuable part of the teacher's work, though not a word be said about elements as such, or about music in its

written representation. But the incompetent teacher, who is unable to teach even a simple song effectively, finds a snug harbor by resorting to manipulation of elements; the lack of good instruction is not so apparent here; visitors, and even school authorities do not discriminate very closely, particularly if the procedure is bolstered up with a good many of the high-sounding words known to educational terminology, and is serenely represented as being something quite superior to the commonplace but real teaching of music.

Where music is a recognised branch of study, however, note-reading, in due proportion and at the proper time, is to be taught, and elements, so far as necessary to this end, must receive attention. What shall constitute the material for studies in note-reading and for the musical practice from this stage onward? For it is necessary that such material be selected as will in the best manner help forward the true development of the pupil.

Many teachers rely upon writing impromptu exercises on the blackboard, which, when sung through by the pupils with a tolerable approximation to right pitches and tone-lengths, are immediately erased to give place to others of the same nature. This method, though it gives the pupils (or at least a few of the bright ones in the class) a degree of courage and facility in attacking and deciphering written music, is open to the objection that the exercises, having little thought bestowed upon their construction, have little musical merit or attractiveness, and being so hastily sung and then forgotten, have little or no valuable residuum in the children's minds.

The same objection is valid against those singing books for children filled with interminable "exercises," certain of them fitted with words and called song, written by some penny-a-liner who feels perfectly competent to write a whole book all by himself. He tries them over on his piano, and they sound pretty, much better he fancies than the old school tunes,—forgetting that what sounds well when played is almost sure to sound poorly when sung, on account of the difference in the means by which it is to be rendered. Said one of these writers, when looking over a standard school music book, "What is there about those exercises and songs that anybody couldn't write?" What is there about that dainty little bit of poetry,—so perfectly simple and

natural,—that anybody couldn't have written? Suffice it to say, that neither you nor I happened to think of it, and probably never should have done so to the end of our days. The combined literary taste of the world treasures such things when it finds them, and that is how we come to have literature.

There is a literature of school music, which has lived to come down to us from the the last ten decades through the survival of the fittest; the combined judgment and experience of those who have labored in this department of school work fixes the stamp of value on certain things, while cart-loads of rubbish have perished with the quill that wrote it. Bushels of chaff to grains of wheat is the rule in new productions of all ages.

Far better is it to lead the pupils up to reading something of musical importance, than cause them to wander through a wilderness of exercises graded down to a level with their present technical ability. Those compositions which have been tried repeatedly, and have been proved as to their educational value upon generation after generation of pupils, will, it is safe to say, prove of value in the future; and they are not to be discarded as worn out or antiquated until we are sure that we have something to take their place. Of that we cannot yet be sure,—for the new must become old before the verdict of combined experience can be rendered.

We occasionally meet with teachers who practice on the principle that each little item of theory must have its own especial technical exercise, and that these scraps of tune must be long practiced before any piece of musical composition containing the same things can be properly studied. However good this principle may be in acquiring technique in instrumental music, it is most unphilosophical when applied to children's singing. The saying of an eminent English choir master is well worthy of attention here: "never use the exercise to illustrate a theory; but use the theory to explain the exercise." Then, if the exercise itself is one that possesses inherent merit, and it is sung in connection with proper elementary analysis and theoretical explanation, and with a vocal delivery that accords with the spirit of the composition, we may hope for good results in the real musical advancement of the child.

Editorial Notes and Comments.

The June Examinations are again at hand. On Friday, the first day of next month, the pupils attending our Model Schools and Academies will again take part in this, the school event of the year. Simultaneously they will take their places to compete, individually, for an honourable position in the list of the successful candidates, and to sustain or improve, through their united efforts, the position which their school has attained to in former years. All persons interested in our educational affairs, seem to be of the opinion that the simultaneous method of holding these examinations is the proper method; and it now only remains for all school officers, from the teacher to the deputy examiner, to secure the permanency of the method by the most careful supervision of the classes in the examination room. Before the plan was inaugurated, it is true there was set afloat the idea that some of the new regulations were impracticable, but the success of last year's operations has proved to the teachers themselves that the changes adopted were really in the interests of them and their schools; and now the Department may safely look for the enthusiastic coöperation of all those teachers who desire to give evidence of their worth through the pupils whom they have trained. The teacher who has had a small school during the year, can take rank with the teacher who has had a large school to supervise. The true character of the work can be seen in both instances through the final awards. There are, no doubt, elements of success or non-success in connection with our country schools which no system of examination or supervision can subdue. A system can only deal with such elements shrewdly co-ordinated; hence the teacher who does not wish to come into conflict with such a system to his own hurt, should be very careful in formulating a complaint against the system for which it is really not responsible. The fault-finder is only useful when his complaints are well founded; while it has come to be all but a proverb that the chronic fault-finder is much more frequently wrong than right in his conclusions, seeing that his conclusions are but a cloak to hide his own defects. Thanks to the good sense of our teachers, there is growing in our midst a healthy

esprit de corps which nourishes itself upon the good it finds in any system of guiding or of imparting instruction, and not upon the bad. They are beginning to learn that rules and regulations have a more solid foundation than the mere idiosyncrasies of those who frame them. And hence it is that we expect the very best results from this year's examinations, in one respect at least. The regulations are better understood, just as the spirit in which they were framed is better understood. The teacher, with the experience of one examination of the kind, can have all arrangements for holding the examination complete beforehand. The deputy-examiners of last year, with few exceptions, have agreed to assume the duties this year; and they also will have an experience to fall back upon in guiding them in their work. One thing we would impress upon the teachers, and it is this: the pupil who uses unfair means cannot possibly escape detection. He may escape the eye of the sub-examiner, but he cannot escape the eye of his fellow pupil, his next door neighbour, and hence his dishonesty must eventually be turned against the school to its discredit. The teacher therefore, in his own defence, has to see that there is no irregularity in this respect. The rules re strict, and he should be zealous in seeing that they are carried out. It has been said by some that it is difficult to induce those pupils who have made ninety days attendance, but who have left the school in March, to return to take the examination. But this is no reason why the teacher ought not to request such to come back. We believe that with but few exceptions they will return, if the matter be properly represented to them or their parents. It is to their own interest to take a certificate in any grade. In regard to the manner of writing out their papers, the greatest pains should be taken by the teacher to instruct the pupil. There can be no excuse this year for neglect in procuring the proper size of paper, the manner of fastening the sheets together, or for the mode of superscription or division of the three answers. The circulars which are sent out for information should be promptly returned, as should also the examination papers written out by the pupils. In a word, satisfactory as was the manner of conducting the examinations last year, we trust that in our June number we will be able to congratulate the teachers, the sub-examiners and the pupils on even a much greater measure of success this year.

—Those of our teachers who are following the history of the Manual Training movement, will be interested in learning that in Sweden and Denmark there has been some measure of success in connection with a somewhat similar innovation. There it is called *Slojd*, and an account of it has been given by a late writer on the subject in the following article:—My enthusiasm was so aroused that I determined to have my daughter attend the school for a month, so as to gain a little insight into the system. It was a little awkward for her at first to use the saw, the plane, the chisel, the knife, the hammer and the bit, and it may well be imagined she did not handle the tools very skillfully, nor fit the joints of her work very closely, and the blisters on her hands did not at first quite suit her. But she, as well as her friend, Miss Myers, soon learned to like it, and I am sure that there will be few months in her life that she will look back to with more pleasure, or in which she gained more real, substantial, valuable experience than this *Slojd* month in Copenhagen. The apparatus in the *Slojd* school-room consists of a series of small carpenters' work-benches, with vises and a small complement of tools for each bench, made up of saw, plane, chisel, gouge, compass, small square, hammer, bit, knife, wood file, and perhaps a few other little tools, owned or rented by the pupils. The school is provided with a goodly pile of odds and ends of lumber to practice on. In a separate room there is a good assortment of wooden models, which the pupils are to duplicate as nearly as possible, and one at a time is hung up before the class. For the beginners, the models are very simple, being merely a small, straight board planed on all sides, and so that the toy square will show right angles. The pupil has to struggle a little to run the saw to a straight line. If a piece is spoiled, another is substituted. The teacher goes from pupil to pupil and gives his instructions, and often speaks to the whole class. The next model is a little more difficult. After a time little book shelves, flower stands, boxes, etc., are made. The pupil thus gets an idea of form as well as work, and becomes interested. Those who have the taste, learn to carve a little, and soon find artistic work growing in their hands, of which they had never before had any comprehension. Thus the pupil becomes deeply interested, and looks forward with pleasant anticipations to his *slojd* lessons. There must, of course, be a separate room for the *slojd* class. The time devoted to it varies from three to five hours a week, and a course of three years, from the age of about ten to thirteen, is usually recommended.

Current Events.

The new Emperor, Frederick William, of Germany, has taken the very first opportunity to say a few words concerning education. "We must be careful," he says, "that through one-sided efforts for increased knowledge the task of education shall not be neglected. Only a generation growing up upon a sound basis, in the fear of God and in simplicity of morals can overcome dangers which in times of rapid economical movement arise for the entire community, through examples set by highly luxurious individuals." What an answer there is in this to those who sometimes think that there is such a thing as over education for the masses. Competition of intellect or in morals is no caste movement: the true socialist movement of the times has for its fundamental principle, the giving to every man his chance in life.

—Mr. Routh, the phenomenally successful Cambridge "coach," who has manufactured more Senior Wranglers than any other mathematical tutor that ever lived, is about to retire and enjoy his well-earned rest. He has been "coaching" students for the last thirty years, and during that period he has turned out no fewer than six or seven and twenty Senior Wranglers, besides innumerable mathematicians of less but high distinction. His old pupils intend to present Mrs. Routh with a testimonial on her husband's retirement, the testimonial to take the shape of Mr. Routh's portrait in oil by one of the best portrait painters of the day. Mr. Routh commenced his distinguished university career by being himself the Senior Wrangler of his year.

—The eighth general meeting of the Montreal McGill Normal School Teachers Association was held on the 24th of last month, in the Normal School Building. Mr. Arthy, the President, intimated that there would be only one meeting in March. Mr. Kneeland gave an interesting résumé of the recent educational events. He was followed by Miss Renmore, who discussed the question of text-books relating to the subjects of grammar, arithmetic, reading, writing and spelling. Miss Reed of the Hume Street School contributed a paper under the title of "The extent to which text-books may be used," and Mr. Parmalee continued the discussion.

—The introduction of Pitman's shorthand into Rugby School

has proved a great success. There are nearly one hundred boys in the shorthand class, and all of them are most attentive and eager to learn. Dr. Percival, the head master, says that the boys are delighted with the lessons, and he thinks that shorthand will become a very popular subject among them. This is in encouragement to those of our teachers who have made an attempt to introduce the branch of shorthand writing into the schools under their charge. We know of no subject which boys and girls take to with greater delight, and if the teacher can only keep alive the enthusiasm exhibited at the start, he will certainly bestow upon his pupils a practical power which will be of great service to them in after life.

—The vague enthusiasm over the question of Technical School education which is being exhibited every day by those, who have no practical knowledge of true school work, and the effect it has upon the developing minds of the rising generation, may find for itself some little rectification in an article which Professor Ramsay of Glasgow University has lately sent to *Blackwood*. In this article the distinguish classical teacher shows that much of the success in manufactures which in the case of other countries has been credited to technical education is due to general education, and concludes that neither the advocates of technical education nor the Royal Commission which dealt with the question had any very clear conception of what the subject imported.

—The recent increase in facilities for the medical education of women is a matter for congratulation, and events are rapidly showing that good use will be made of the opportunities afforded. Where, ten years ago, only one examining board was open to women, there are now seven; instead of one school of medicine, there are three, one in each capital of the United Kingdom; instead of thirty students, there are a hundred. In 1877, there were but nine registered medical women; there are now between fifty and sixty. Further, women are now able to obtain thorough instruction in dentistry, the National Dental Hospital having consented to admit female medical students to its practice. With these advantages, it is not surprising that the schools of medicine have had to enlarge their borders. We have not heard much lately of the movement in Kingston Medical School, which sometime ago opened its classes to female students.

—The "slöjd" system of manual training is beginning to be tried in a tentative manner in one or two places in Great Britain. Among the class taught by Miss Chapman and Miss Nyström in Birmingham during the Christmas holidays, were schoolmasters and schoolmistresses who mean to introduce slöjd work into their schools. In a little while, they may be able to let us know from experience how the system works. Such experiments are necessary before a scheme of this kind could be tried on a large scale, and it is the proper function of private schools to lead the way, as they are freer to move.

—A quarter of a century ago, a proposition was made by the teachers of Nova Scotia to start an educational journal. Over the meeting at which the proposition was made the Rev. Dr. Forrester presided, the man to whom Nova Scotia may indeed be grateful for the impress which his life-work left upon the educational institutions. The journal was started, to be followed in turn by many others; and yet it seems strange that notwithstanding the literary activity which has prevailed among the teachers of the lower provinces in support of such educational periodicals, no extended life has ever appeared of the "father of free schools" in Nova Scotia. Is there not something ungrateful in this neglect on the part of those who first draw inspiration from the Stowe of the Maritime Provinces.

—The American Institute of Instruction, believed to be the oldest teachers' organization in the world, holds its annual meeting this year at Newport, R.I., July 9 to 13. Indications points to a large and enthusiastic gathering from New England and the Middle States. Dr. J. G. Fitch of London, the distinguished author of "Lectures on Teaching," will speak on the "Evolution of Character," and the services of other prominent educationists have been secured. While the main interest will be educational, there will, as in former years, be no lack of elements pleasing to the general public; for the citizens of Newport seem to be vying with the officers of the Institute to make the occasion one of delightful recreation, as well as of positive intellectual benefit. Hotels offer generous reductions, railroad fares are placed very low, and membership, on which all these courtesies are conditioned, is open to all, whether teachers or not, and is easily secured at the meeting. Bulletins giving complete details to

date will be issued about the middle of April, May and June, to all whose names are sent to Geo. A. Littlefield, Superintendent of Schools, Newport, R.I.

—Is it not an immense advantage (says the *Methodist Times*) that the London degrees can now be taken by anybody who has the necessary scholarship, even though he has been so unfortunate as never to have been able to go to college? That is a sufficient misfortune in itself, without also refusing to give him a degree even when he is, with all his drawbacks, capable of taking it. What practical difficulty is there in the way of allowing both residential and non-residential students to take the examinations? It is desirable to secure the invaluable advantages of a residential college, of a course of training as well as of a course of examining. Granted. But where circumstances make it practically impossible to come into residence, how does that interfere with residence when residence is possible? We may be quite sure that all undergraduates who can come into residence will do so—it will be so obviously to their advantage; but let us not slam the doors in the face of equally earnest if less fortunate students. Queen's University has followed London, and we have no doubt other universities in Canada will encourage the idea of admitting teachers for examination after a period of private study.

—How difficult it is to get the ordinary citizen interested in what Matthew Arnold has aptly called "the things of the mind." Once more the people of Kingston have been afforded the opportunity of listening to a series of instructive lectures. They are being delivered under the auspices of the Mechanics' Institute. They deal with scientific and social questions of present interest. Most of them are delivered by members of the University staff. The fee is merely nominal. Yet too often the attendance has been merely nominal also. Can it be that the people of Kingston care for none of these things? So says the *College Journal*. There are other communities not much better than Kingston in this respect, and perhaps it may be some consolation for the lecturers to know this.

Literature, Historical Notes, etc.

[We interrupt this month the usual historical chapter on Education, to insert a paper prepared by Mr. R. Lawe B.A., Principal of Three Rivers Academy. Such papers are of the greatest value to the compiler of history, and if others of our teachers would only follow Mr. Lawe's example, material that may be lost but for such industry, will fall into the proper hands for safe-keeping.]

Three Rivers claims the honor of having had the first school in this province, that of Father Duplessis, 1616; but for the first English school we must come down nearly two hundred years later. Away back in the dawn of this century, before any one of our many Canadian universities was founded, before there was any educational system in Canada, Stephen Burroughs, an American, six feet high, weighing about two hundred and fifty pounds, a physical giant, taught the boys of Three Rivers for several years. Many were the stories related by Stephen of his daring deeds and great exploits, performed chiefly along the American border.

“ Full well his pupils laughed
At all his jokes, for many a joke had he.”

“ But past is all his fame,”—for though he wrote a history of his life, his sons bought up the books and burnt them. A daughter of Mr. Burroughs' became Superioress of the Three Rivers convent.

In 1814 arrived from Ayrshire, Scotland, Selby Burns, a friend of the poet, but not a relative. Mr. Burns had a large school of both boys and girls, and received aid from the Royal Institution for the Advancement of Learning. He was for many years warden of the church of England in Three Rivers. It is said that the Royal Institution threatened to withdraw the grant on account of the Methodists having been allowed to preach in his school-house. Mr. Burns taught in Three Rivers for over thirty years, during the greater part of which time Phoebe Thompson (whose father had been gardener and barber to Governor Craig), had a school for girls.

In 1843 the Rev. James Thom, a Presbyterian minister, opened a school in Three Rivers and taught till 1850. There being many Presbyterians in Three Rivers during Mr. Thom's time,

they built a fine little stone church and invited him to become their pastor; but the Clergy Reserves Act did not allow preachers receiving aid from that fund to teach, lest they should neglect their pastoral duties; so that Mr. Thom, though an excellent teacher, had to give up his school. Then came George Lanigan another excellent teacher. Mr. Lanigan employed both a classical and a French master, and received government aid for his school.

Besides Mr. Lanigan's school there were two others about the same time. The Misses McDonald, two accomplished young ladies, came from Halifax and opened a fine school for girls. This school continued for over thirty years. Nearly all the Protestant ladies at present (1888) living in Three Rivers, and many more who have moved away, were educated by the Misses McDonald. The third school of those flourishing days when there were more English-speaking people in Three Rivers than at present, was kept by Peter Scannell, a Roman Catholic. He taught for about twenty years, having most of the time from fifty to sixty boys. Mr. Scannell's school was popular with the French on account of his religion; so that many of the French were taught by him to speak the English language.

In 1855 Mr. Lanigan was succeeded by G. W. Lawlor, who continued the school till 1862, when he united it with the French seminary then kept in the barracks, the 20th Regiment, of which James Denoon, Esq., was for many years barrack master, having been withdrawn.

For a few years previous to 1858 there was an attempt made to educate the French and English-speaking boys together, English and French masters having been employed in the same school, supported by the Government. In 1858 the Protestant citizens became tired of this system, and elected A. R. Gilmour, Christopher Kierman, and Andrew Craik (succeeded by Alex. McKelvie, Esq., 1861), a board of commissioners and thus formed a dissentient school agreeably to the 18th Sec. of the Act, 12 Vic. Chap. 50. Sarah Trenaman's private school was placed under the control of these commissioners and Miss Trenaman engaged as teacher—and thus was formed an elementary school, the origin of the Three Rivers Academy.

In 1867 John Goodwin, who had been keeping a private school

in the basement of St. Andrew's church for three years, requested the commissioners, William Lanigan, Geo. B. Houliston, and James Shorts, to unite his school and the dissentient elementary school, to engage him as principal and form a model school, which they did.

The following year (April, 1868), J. K. Ward, Esq., donated a lot 210 by 100 feet, Des Champs street, for a school-building, on condition that the school should be non-sectarian, that there should be a good residence free for the principal, and that Mr. Ward should have the privilege of sending one pupil free to the school. Mr. Ward's donation having been accepted, the rate payers appointed J. K. Ward, Alexander Baptist, II. Symmes and Alexander McPherson a building committee to assist the commissioners. In 1871 the present fine brick school-building was erected at a cost of \$4,100.

In 1881 the Rev. Messrs. Jenkins, Amaron, Bell, and Geo. B. Houliston, Esq., were appointed a committee to assist the commissioners, William Lanigan, James McDougall, and James Shortes, in having the school raised to the standing of an Academy. R. M. Campbell was now appointed principal, with Miss J. C. Bodger and Miss Eliza Anderson as assistants, and Mrs. Alexander McDougall as music teacher.

The series of fine private schools kept mostly by the various pastors of St. Andrew's church, now ceased. The last few teachers of these schools were the Rev. Messrs. Ireland, Balmain, McCaul, and Mrs. Lindsay, wife of the Rev. Mr. Lindsay.

In 1883 Mr. Campbell resigned and A. T. Young, M.A., was appointed principal. During the three years Mr. Young was principal, John Skroder, James Luckerhooff and Samuel Trenaman acted as commissioners. The decline in the lumber trade during the last few years has caused many Protestants to leave Three Rivers. This migration was increased by the Manitoba Boom and great prosperity elsewhere; also by the rise of the French to civil or political positions. This departure of the Protestants from the city reduced the school from the good position it had during the first two years Mr. Young was principal.

On Mr. Young's resignation, R. Lawe, B.A., an Ontario High School master, accepted the position of principal of the Three Rivers Academy, and the following year, 1887, the standing of

the school was raised, the senior class having been very successful in passing the Government examinations. The commissioners are now H. Fearon, A. Baptist and S. Nixon.

Ever since 1866 Alexander Houliston, B.C.L., has acted as secretary-treasurer to the commissioners, and the success of the school has been due very much to his efforts. From 1858 to 1866 this office was held by William McDougall, William Houliston, Geo. T. Lanigan, and William Gennis, each for a short term.

The only other localities in the county of St. Maurice where Protestant teachers have been employed, are the Black River Settlement and the Greys. In these places Miss Anna Trenaman and other teachers taught a few years. Both of these schools were closed several years ago, the English-speaking people having left.

HOMER'S ILIAD, BOOK IV.

Thus spoke he; and, rejoicing in his heart,
 The son of Atreus onward went his way.
 Menestheus, son of Peteus, mounted knight,
 Then found he standing near; about him were
 The Athenians skilled in war; nor far away
 The shrewd Ulysses stood amid his stalwart bands
 Of Cephallenian braves; for not as yet
 To them, a host, was heard the battle-cry,
 Since only late the excited phalanxes
 Of Greeks and steed-subduing Trojans had advanced.
 These waiting stood, until, advancing still,
 Another band of Greeks the Trojans charged,
 And thus began the fight. So, seeing them,
 The king of men did sharply them reprove,
 And, them accosting, spoke these wingéd words :
 "O son of Peteus! Jove-befavoured prince,
 And thou, O crafty one! well trained in evil wiles,
 Why, trembling, keep ye back from battle thus,
 And wait for others? Being of the foremost,
 'Twas meet you should make stand and take your part
 In such a burning contest; for, the first,
 Ye ever are invited to my feasts,
 Whenever for the chiefs we Greeks prepare
 A banquet proud. How pleasant then it is
 To eat the roasted meats, and quaff the bowls

Of mellow wine, as long as e'er you wish ;
 And now that you should mere beholders be
 Is just as pleasant, though ten cohorts of the Greeks
 Should in your presence fight with ruthless sword."

Then looking at him sternly, thus Ulysses spoke :
 " O son of Atreus ! what a speech is this
 That hath escaped the boundary of thy teeth !
 How canst thou say that we keep back from war ?
 Whene'er against the steed-subduing Trojans
 We Greeks fierce battle urge, thou shalt behold,
 If thou shouldst wish and care for things as these,
 The father, well-beloved of Telemach,
 Take part against the first of Trojan knights.
 'Tis rash of thee that thou shouldst say such things."

But when he thus observed him angry grown,
 King Agamemnon, smiling, answer made,
 And thus withdrew his seeming hasty words :—

" O thou, Læertes' son, both noble-born and shrewd,
 I chide thee not in words unduly rash,
 Nor even thee exhort ; for well I ween,
 The soul within thy breast sweet counsel stores ;
 For thou dost think even as I do myself.
 But come, these things in time we shall arrange,
 If ought of evil hath been spoken now.

And may the gods decree them all as vain."
 Thus speaking left he them and took his way
 Among the others. Diomedes the brave,
 The son of Tydeus, found he standing near,
 Among his steeds and chariots brazen-bound.
 Beside him Sthenelus had ta'en his place,—
 Sthenelus, the son of Capaneus,—

And seeing him, King Agamemnon made rebuke,
 And, him accosting, spoke these wingéd words :

" Alas ! O son of Tydeus, valiant knight,
 Why tremblest thou, or why dost thou observe
 The spaces 'twixt the ranks. It was not so
 That Tydeus used to tremble, but to fight
 The foe, far in advance of comrades dear.
 Thus did they say, at least, who saw him toil ;
 Him never have I met nor once beheld ;
 But people say all others he surpassed.
 For, of a truth, without the pomp of war,
 A guest indeed, with Polynices brave,
 Mycenæ once he entered, listing men :
 These two an expedition had in train

Against the sacred walls of Thebes,
 And urgently besought that they to them would give
 Recruits the most renowned. They willing were
 Such help to give and favour showed as was required.
 But Jove them changed, when once he token gave
 By unpropitious signs. So, when they left
 And still were on their way, they reached in time
 Asopus, thick with reeds and grass-o'ergrown.
 And then it was upon an embassy
 The Achæans Tydeus sent. He went forsooth
 And came upon Cadmeans, quite a throng,
 As festival they held within the halls
 Of brave Eteocles. Though stranger he,
 And even alone among so many men
 The good knight Tydeus gave no sign of tear;
 But rather challenged he them to contend,
 And overcame them all with ease, so great
 A helpmeet was Minerva fair to him.
 But they, the furious managers of steeds,
 Enraged, with fifty youths in charge, for him
 Returning laid a crafty ambuscade.
 And leaders twain there were, like unto gods,
 Proud Mæon, son of Haemon, and with him
 The son of Antaphon, brave Poluphontes.
 But Tydeus brought upon them bitter death.
 Them all he killed, save only one he let return ;
 Since, bowing to the omens of the gods,
 He Mæon homeward sent upon his way.
 Such was Ætolian Tydeus; but the son
 He hath begotten inferior is in war
 To him, however great in council he may be.

Thus spoke he, but brave Diomede said naught,
 Abiding the reveréd king's rebuke;
 Yet him the son of Capaneus addressed.
 "Lie not, O son of Atreus! knowing well
 How 'tis to tell the truth. We boast, indeed,
 To be of better stuff than were our sires;
 We, too, have ta'en of seven-gated Thebes
 The citadel, trusting Heaven's signs
 As well as promised aid from Jupiter,
 And leading fewer men beneath the walls
 That sacred are to Mars; while they, our sires,
 Have perished aye to violence their own.
 Ne'er place them, then, in equal rank with me."

But looking at him sternly, Diomede thus spoke :

" My friend, in silence sit and give thou heed
 Unto these words of mine ; I do not blame
 The king, because, the shepherd of a host,
 He thus exhorts the well-greaved Greeks to fight.
 For if, perchance, the Greeks the Trojans crush
 And Troy o'erthrow, renown shall him attend,
 But grief as great shall be to him, in sooth,
 If chance it be the Greeks should be cut off.
 But come and let us two now mindful be
 Of instant valour that unbridled is."

He said, and with his arms in hand he leaped
 Out of his chariot to the ground ; the mail
 Upon the prince's breast made dreadful clang
 As on he passed ; then, of a truth, would fear
 Have taken hold upon the bravest soul.

Practical Hints and Examination Papers.

Some bright children cannot follow a teacher because the teacher starts his explanation or talk so far above their level. It is almost impossible to understand some children's ignorance of common things. A Western teacher says he finds he can give his pupils no idea of the ocean as a person familiar with it carries the image in his mind, nor of a New England farm and the life upon it, but a teacher in a New England city took one of her bright ten-year old urchins to ride in the country and found he had never been in a barn before, while she will never forget his wonder and delight when they met a turkey-cock in the road. The boy travelled in foreign land.

—Teach natural history. You can interest a class and make it enthusiastic over this subject when arithmetic, history and geography have failed. Life, anything that has life, is full of meaning and interest to a child, and surely if "no life is trivial, no creation small," the study should be full of profit as well as pleasure.

—Two gentlemen were riding in a train from suburban Philadelphia to the city. The head-line of a newspaper article attracted their attention. Convicted of a shameful crime, a professional man had been sentenced to the penitentiary for several years. One of them felt that there must have been extenuating circumstances at least; but before he had voiced his thought the other said: "That man and I were boys together in the same country school. He was a big fellow of sixteen or eighteen; I was a little chap of eight. One day a relative brought me from the city a humming-top. It was the first I had ever seen. I took it to the school and showed it to the other boys. The big fellow snatched it from me after school and

ran off. When I asked him for it next day he said he had thrown it in the bushes, and that was the last I ever saw of my humming-top. You can very well see that now I believe him guilty of the crime that sent him to the penitentiary." "I believe so too," responded the other, "for I hate the meanness of a big boy who bullies a little one, and should expect such a fellow to develop into a scoundrel and land in a prison." But that old bully and young villain was the son of a minister in a country town. A story such as this read in the hearing of the bully of the school, supplemented by careful counsel, might effect a cure. Let our teachers try it.

—If the school is large the pupils must be so classified as to make the smallest number of classes. Try to keep the little ones employed. Let them draw maps, or put examples on the blackboard for them to solve on their slates after the lessons are prepared. It is a good plan to give them a verse or two in their reading lesson to write on their slates. Praise them if they do their work well. Nothing so encourages a pupil as the approbation of his teacher. Vary the general exercises for the little ones. Children soon get tired of the same thing over and over, no matter how interesting it may be to them at first. You may think it will take a great deal of time for you to look over and correct all this work. But will it not pay you to have the little ones quiet and employed while you are hearing older pupils? No teacher can do justice to himself or his class while a dozen restless little forms are demanding his constant attention to keep them out of mischief.

—To make history interesting to advanced pupils, let one of the pupils write queries on slips of paper for the rest to answer in connection with the lesson. If the class is large, a good way to study review questions is divide the class into two parts. Then choose the best on each side as leaders or captains. Ask the questions in rotation, and if a question is missed or answered incorrectly, the captain of the other side corrects it, and the teacher keeps tally. Of course each side will be anxious to win, and every pupil will do his best.

EXAMINATION PAPERS FOR GRADE III. MODEL OR GRADE I. ACADEMY.

(Only one question to be answered from each section.)

GEOGRAPHY.

Section I.

1. Describe the river system of Russia, and name the large cities on or near the rivers.
2. Describe the natural features of Spain and Portugal, making special mention of the mountains and the rivers.
3. Name all the peninsulas of Europe and draw the map of any one of them.

Section II.

4. Give a description of a voyage near the coast-line of England, starting from Newcastle-on-Tyne and sailing through the Straits of Dover and St. George's Channel to Liverpool.

5. Name the cities in England engaged in the woollen trade, in the cotton trade, and in the coal trade. Where are they situated?

6. Name the four divisions of Ireland and tell what you know of five of the largest towns in each.

Section III.

7. What are the following and where are they?:—Bute, Portsmouth, Snowdon, Bristol, Thanet, Leith, Ben Lomond, Shannon, Carlisle, The Needles.

8. Name the capitals of the countries of Europe, stating where each is situated and for what each is noted.

9. Name the five largest rivers of Europe and the towns situated upon them.

SCRIPTURE HISTORY.

Section I.

1. Give an account of the creation of the world as narrated in the first book of Genesis.

2. Who were Enoch, Abel, Judah, Potiphar, Ruth, Jephthah, Eli, Jezebel, Jeroboam, Nehemiah?

3. Draw a map of Palestine, indicating on it the divisions according to the twelve tribes of Israel.

Section II.

4. What were the leading events of the reign of Solomon?

5. Write a short biographical sketch of David.

6. Tell all you know about Daniel.

Section III.

7. Describe the wanderings of the children of Israel in the desert under the guidance of Moses.

8. What were the ten plagues of Egypt? Give an account of the first and the last of them.

9. Write out the fifth commandment and the tenth. On which of the two tables were they written? Describe the giving of the law on Mount Sinai.

ARITHMETIC.

Section I.

1. What is 5 per cent. of \$2,400? How much per cent. is 25 parts out of 75? Find the number of which 21 is 7 per cent. What per cent. is \$60 of \$7,500?

2. An agent collected rents to the amount of \$5,780, and his brokerage was \$260.10; what was the rate?

3. For what sum should goods worth \$4,384.50 be insured at $1\frac{1}{2}$ per cent. that the owner may recover in case of loss the value of both goods and premium?

Section II.

4. The interest on a sum of money for 12 years at $4\frac{1}{2}$ per cent. is \$202.50; what is the sum ?

5. What is the amount of \$1,200 for 3 years at 6 per cent. compound interest, payable half-yearly ?

6. Bought 5,000 bushels of wheat at \$1.25 a bushel, payable in 6 mos. I immediately realized for it at \$1.20 cash, and put the money out at interest at 10 per cent. At the appointed time I paid for the wheat; did I gain or lose by the transaction, and how much ?

Section III.

7. A grain merchant sold 284 barrels of flour at a loss of \$674.50, which was 25 per cent. of the cost. What was the buying and selling price per barrel ?

8. A piece of cloth of 385 yards is bought at \$2.85 a yard, and sold at \$2.10 a yard. What is the whole loss, and the loss per cent. ?

9. A quantity of tea is sold for $83\frac{3}{4}$ cents per pound; the gain is 10 per cent., and the total gain is \$48. What is the quantity of tea sold ?

ENGLISH GRAMMAR.

Section I.

1. Define a *syllable*, a *word*, a *phrase*, a *clause*, a *sentence*. What is inflection ?

2. What is a *participle* and how does it differ from an ordinary adjective ? Give the present and past participles of the verbs *teach*, *go*, *do*, *throw*, *crow*.

3. What part of speech is each of the "that's" in the following sentence ? Give reasons for your decision:—"I told John *that that man that he saw reading that large book was not the learned person that he would have us think him to be.*"

Section II.

4. State clearly the distinction between simple, complex and compound sentences, and define the four different kinds of clauses to be found in sentences.

5. Correct or justify, giving your reasons:—"Three and two is five. The two eldest of the family. The first three gospels. He done it last night, for I seen him do it. He ain't got no chance to pass. Two times two is six.

6. Name all the tenses of the English verb, and give examples in the third persons plural of the active voice.

Section III.

7. What is meant by the irregular comparison of adjectives ? Give six adjectives which are irregularly compared, and compare them.

8. Give examples of what is sometimes called a "possessive adjective pronoun," a "conjunctive adverb," and a "participle adjective." Why are they called by these names ?

9. Name the four great divisions of grammar, and state what they include.

BRITISH HISTORY.

Section I.

1. Give an account of Caesar's invasion of Britain. How long did the Romans remain in Britain, and what was the cause of their departure?

2. Name the three Kings of the Danish line, and give three events connected with the reign of each.

3. What was the Heptarchy, Danegeld, Peter's Pence, the Witegagemot? Tell all you know about Domesday Book.

Section II.

4. What battles were fought during the Norman Period? Name the Kings who fought in them, the dates, and who gained them.

5. What was the Interdict, Magna Charta, the Mad Parliament? Give an account of the origin of the House of Commons.

6. Under the House of Lancaster are named three Kings. Who were they? Give three events connected with the reign of each.

Section III.

7. The Battle of Bosworth Field was fought in 1485. What were the causes which led to the battle being fought, and what was the issue of the battle? Name the sovereigns of the House of York.

8. Write a biography of Sir William Wallace, and state the claims Robert Bruce had to the Scottish throne.

9. Give an account of the conquest of Ireland during the reign of Henry II.

LATIN.

Section I.

1. Translate:—

Si virtutem amabitis omnes boni vos amabunt. Non dubitabam quin milites nostri hostes superavissent. Milites urbem expugnare possunt. Curo ut pueri corpus exerceam. Omnem hunc mundum Deus regit. Dum tu dormies, ego te custodiam. Multi milites in proelio vulnerabantur. Non omnes eadem cupimus. Puer strenue exercetor. Moremini ut diligentiores sitis.

2. Give the person, number, and tense of each verb above.

3. Give the principal part of each verb above.

Section II.

4. Give the four participles of each of the four verbs *amo*, *moner*, *rego* and *audio*; with the English translation of each.

5. Write the perfects indicative and passive of these verbs, *amo*, *moner*, *rego* and *audio*.

6. Give the imperative and infinitive forms active of the same four verbs.

Section III.

7. What is a deponent verb? Give the first persons singular of all the tenses of *loquor*.

8. Translate into Latin:—He was building a house in the city. Enter,

O friends! It is difficult to change nature. We shall rejoice; you will weep. The soldiers were fortifying the camp.

9. Write out any five sentences of your own in English and translate them into Latin.

ENGLISH.

Section I.

1. Analyse the following extract and parse the words in italics:—

Beside yon struggling fence that skirts the way,
With blossomed furze unprofitably *gay*,
Here in his noisy mansion, *skilled* to rule,
The village master taught his little school,
A *man* severe he was and stern to view,
I knew him well and every truant *knew*:
Well had the boding tremblers learned to trace
The day's disasters in his morning face.

2. Analyse the following extract and parse the words in italics:—

Ah, *no!* To distant climes, a dreary *scene*,
Where half the convex world intrudes between,
Through torrid tracts with fainting steps they go,
Where wild Altama murmurs to their woe.
Far distant there from *all that* charmed before,
The various terrors of that horrid shore.

3. Complete the sentences and analyze them, underlining subjects and predicates:—

To relieve the wretched.....
Whose beard descending.....
O blest retirement.....
Sweet smiling village.....
Near yonder copse.....
Ye friend to truth.....

Section II.

4. Write a short biographical sketch of Oliver Goldsmith. Name five of his works.

5. Give a description of Auburn in your own words. What village is it supposed to have been?

6. Write a short criticism on the poem and quote from memory some of the passages which you think are the most striking.

Section III.

7. Compose a letter such as you would write to a friend giving an account of the "beginning of summer."

8. Write a neatly constructed paragraph of ten or eleven sentences on the "Study of Drawing."

9. Give a connected description of the town or district in which you live

DRAWING.

1. Draw any of the following figures:—a cottage, a tree, a box, or a vase. (The teacher may put any of these figures on the black-board for the pupils.)

2. Draw a square and a cube five inches in dimensions. (No ruler is to be used.)

GEOMETRY.

Section I.

1. Define angle, triangle, square, circle, parallelogram, and draw six different kinds of four-side figures.

2. Write out the three postulates and at least five of the axioms.

3. What is a theorem, a problem, an indirect demonstration? Give an example of each in Euclid.

Section II.

4. Prove that if the angles at the base of a triangle are equal, the sides are also equal.

5. Construct a triangle which has its sides respectively equal to three lines.

6. Draw the figures of the Fourth Prop. and the Eighth, and show wherein the enunciations differ.

Section III.

7. Upon the same base and on the same side of it there cannot be two triangles which have their two sides terminated in one extremity of the base equal and likewise those which are terminated in the other extremity equal.

8. Prove that the angles which one straight line makes with another are either two right angles or are together equal to two right angles.

9. If two triangles have two sides of the one equal to two sides of the other, but the angle contained by the two sides of the one greater than the angle contained by the two sides of the other, the base of that which has the greater angle shall be greater than the base of the other.

FRENCH.

Section I.

1. How is the feminine of French adjectives formed? Give examples. Translate:—The trees and fruit are fine. My brother and sister are pleased. Our fruits are bad.

2. How are French adjectives compared? Translate:—I have more plates than dishes. I am neither hot nor cold, but John is very cold. Has your brother a very good dictionary?

3. Name all the personal pronouns, and the possessive pronouns. Translate:—My pen and yours. Your sister and mine. My book is dearer than theirs. I have told them so.

Section II.

4. Write out in full with the English the primitive tenses of *parler*, to speak.

5. How are the four conjugations of French verbs distinguished one from the other. Give the different infinitive and imperative forms.

6. Write out the past definite of four representative verbs, one for each conjugation.

Section III.

7. Translate:—A l'aube d'une nouvelle matinée, le lion retourna boire à la source. Mais du bruit l'ayant effrayé il disparut dans les buissons. L'homme parvint alors à saisir son arme : mais ses pieds étaient tellement brûlés qu'il ne put pas marcher. Il se traîna lentement, sur les mains et sur les genoux, jusqu'à la route. Un voyageur lui donna à manger, puis le transporta dans un lieu où il fut bien soigné.

8. Write out the verbs of the above in a column, and name the tenses opposite.

9. Translate into French:—Who can pass along the streets of any of our large towns, during the hot months of summer, without feeling for the poor dumb animals? Their parched tongues and panting bodies speak as plainly as suffering nature can do, "Give us water; give us water."

Books Received and Reviewed.

Our exchanges, like our friends, are ever pleasant to look at, even if we cut them up at times in more ways than one. A handful of them we will take up at random, just to exchange courtesies with them. The *Canadian Horticulturalist* is in its eleventh year and is a most interesting and attractive magazine, and may be obtained by addressing the Secretary of the Fruit-Growers' Association of Ontario, Grimsby. *Night and Day* is a journal to delight the heart of every philanthropist. It gives an account of Mr. T. J. Barnard's work among the waifs of London. *The Collegian* comes from Stanstead, and gives promise of becoming a favourite among all who claim the Stanstead College as their *alma mater*. The *Ohio School Journal* is an excellent paper for the guidance of the practical teacher. *Intelligence*, like all things which come from Chicago, bears the impress of the progress of the day upon it. The *Celtic Magazine*, which ought to be in the hands of every Celt on this side of the Atlantic, is full as usual of Gaelic lore and the history of the clans. The *Presbyterian College Journal* has an editorial summary on the symposium it has lately held with prominent divines on the question of Christian Unity. Its index of contents for the past year shows how far it has kept faith with its readers in providing them with what was promised at the inception of the enterprise. *The Musical Reform* is a new journal which our teachers ought to provide themselves with, if they would know what is being done in the musical world. The *Health Home Library* is an excellent journal for the intelligent housewife, while the *Fountain* is one of the best monthlies for children we have seen. The *Philatelic Journal* is becoming more and more popular with our boys. The *Popular Educator* we welcome for the first time.

INTRODUCTORY TEXT-BOOK OF GEOLOGY, by David Page, LL.D., F.G.S., of Durham University College, England, and published by William Blackwood & Sons, Edinburgh and London. This is the twelfth edition of a very popular text-book, revised and in great part rewritten by Charles

Lapworth, LL.D., F.G.S., Professor of Geology and Physiography, Mason College, Birmingham. It is difficult to follow the most progressive of the sciences with a text-book, considering the changes that have been made since this book first appeared in 1854. Though professedly elementary and prepared especially for the upper classes of high schools and academies, the book has been constructed on a strictly scientific basis, with chapters on dynamical geology, historical geology, and the glacial period. The arrangement is an oral lesson in itself on the whole subject, illustrated as it is by a series of illustrations of the highest moment to the student and the general reader.

WILLIAM THE CONQUEROR, by Edwin A. Freeman, D.C.L., LL.D., Professor of History in Oxford University, and published by MacMillan & Co., London and New York. Those who wish to have their appetites whetted for Dr. Freeman's works should read this volume. The most of the readers of Macaulay can trace their inception of enthusiasm over the great historian's works to the first perusal of the six biographies which were written by him for the Encyclopædia Britannica, and afterwards published in book form. So we think it will be with those who have not yet become Dr. Freeman's companions should this little volume, an afternoon's delightful reading, fall into their hands. We are delighted to know that it is only the first of a series. The book is what a biography ought to be, a picture of the man, with his personal character developing from influences within and without, and limned by one who knows the Conquest period of history as intimately as those who lived at the time.

INTRODUCTION TO CHEMICAL SCIENCE, by R. P. Williams, A.M., High School, Boston, U.S., and published by Messrs. Ginn & Co. This is a text-book which our boys will be sure to find out about, even if the teachers do not use it in school. It is not a book from which chemistry is to be learned by rote; for it is a melancholy fact that some teachers still teach chemistry and yet do not attempt an experiment with spirit lamp and pneumatic trough from one end of the year to the other. With a book like this in hand, the teacher will not be able to resist the temptation to experiment with solids, liquids, and gases, when he sees how clearly Mr. Williams has explained in his pages how the experiments are to be done. The book comes very highly recommended.

PRACTICAL LESSONS IN THE USE OF ENGLISH, for primary school, by Mary F. Hyde, of the Albany Normal School, and published by D. C. Heath & Co., Boston. Were our teachers to read all the good things which have been said about this "new departure" in the method of giving language lessons even to the youngest children in school, they would send for a copy of it at once. As has been said of it, "with such a book as this even a poor teacher can do well," and we heartily endorse the statement.

GRUBÉ'S METHOD OF TEACHING ARITHMETIC, by L. Seely, M.A., Ph. D., and published by Messrs. Kellogg & Co., New York and Chicago. Auguste Wilhelm Grubé was one of the most fruitful and, at the same time, most pedagogical authors of the time; a man endowed with philosophical pene-

tration and sound knowledge, great from inclination and character, likewise rich in the experiences of life and of the school-room. He has by means of his writings exercised an extensive and blessed influence on the education of our time. His works cover all departments of pedagogics. This book is therefore not one of the chap-books with tricks and short methods, which so often falls into the hands of teachers.

THE SATIRES AND EPISTLES OF HORACE, edited with notes by J. B. Greenough, and published by Ginn & Co. This is one of the College Series of Latin Authors being issued by this enterprising firm of Boston. It is a study of Horace more than a study of Horace's words. The notes are placed at the bottom of the pages, where they may be with safety placed, seeing there is very little of the author's cribs about them. They elucidate the passages rather than prompt the student. A teacher would find such a book as this very useful in his private study of the great lyric of the Augustine period. To college students who want to study Horace for the sake of understanding the times of which Horace wrote, will find this volume invaluable.

ELEMENTARY CLASSICS, issued by Messrs. MacMillan & Co., London, England, and prepared chiefly by J. Bond, M.A., and A. S. Walpole, M.A. These are all excellent little text-books, which on account of the notes, in addition to the vocabularies, will no doubt supersede White's. We would advise our teachers, in preparing for next year's work, to provide their pupils with these texts.

NATURAL HISTORY OBJECT LESSONS, by George Ricks, B. Sc., Inspector of City of London Schools, and published by William Isbister & Co., 56 Ludgate Hill, London, England. This volume, which is written for teachers, may be looked upon as a sequel to the book called *Object Lessons and How to Give Them*, by the same author. In this volume, which would grace the library of any teacher, attention is given to the organic world. The author says in his preface:—"Properly presented, no lessons are so interesting and attractive to children as those which deal with living plants and animals; and none are more effective in the cultivation of habits of exact observation, accurate comparison and sound reasoning. Some little trouble and forethought on the part of the teacher are necessary in the selection and preparation of materials." No one will be inclined to disagree with a statement of this kind, and if we could only get our elementary teachers to study such a book as this, and carry the experience thus obtained into the school-room, a grand advance would be made in making the pupil's life the pleasantest and most profitable possible.

Other books received, and to be reviewed next month:—*Pilgrims and Puritans*, by N. Moore, *Shakespeare's Much Ado About Nothing*, by R. Dighton, B.A.; *A Treatise on Algebra*, by Charles Smith, M.A.; *An Explanatory Digest of Prof. Fennell's Manual of Political Economy*, by Cyril A. Waters, B.A.; *A Systematic Table of Canadian Birds*, by Montague Chamberlain; *An Epitome of Anatomy*, by H. H. Culver; *Geography of the British Isles*, by Archibald Goikio, LL.D., F.R.S.; *Virgil's Æneid*, by J. E. Page, M.A.; *Reports on Education*, &c.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 17th April, 1888.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Right Rev. James W. Williams, D.D., in the chair; Sir William Dawson, C.M.G., LL.D., R. W. Hencker, Esq., D.C.L., Hon. Mr. Justice Church, Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., E. J. Hemming, Esq., D.C.L., Rev. Dr. Norman, D.C.L., Rev. George Weir, LL.D.

The minutes of the previous meeting were read and confirmed.

A letter was read from the Rev. George Mathews, D.D., regretting his inability to be present at the meeting of the Committee.

The Committee agreed to recommend that a First Class Academy Diploma be granted to Harland W. Townsend, B.A., of Magog, the necessary certificates having been submitted.

It was moved by Sir William Dawson, seconded by Rev. Dr. Norman,—

“That the Regulations enabling students of the Normal School in the Academy class to receive their training in the universities be adopted, and transmitted through the Honorable the Superintendent of Education to the Lieutenant-Governor in Council for sanction, and that the Normal School Committee and the Principal of the Normal School be authorized to make such arrangements as may be necessary in the interests of students now in the Model School class and desiring to obtain diplomas in one year, as heretofore.” Carried.

The Committee agreed to recommend that Mervin D. Corey be appointed a member of the Protestant division of the Board of Examiners of Bedford, to replace C. Thomas, Esq., who is absent from the Province.

The Committee agreed that the Secretary should make arrangements to have the examination papers for the Model School diplomas submitted to the candidates from the extreme East and West ends of the Province without compelling them to come to Montreal and Quebec for this purpose.

The Sub-Committee on Resolutions of the Association of Pro-

testant Teachers, with reference to the subject of French in the schools, reported as follows:—

1. That it is expedient to sanction, as an alternative method for junior classes, the "Natural System" of teaching with Worman's text-books, and also an easy French Reader for Grade III. of Model Schools. Yel's Florian Fables is suggested as the kind of book desirable.

2. That for the second and third Academy Grades and the examinations for Associate in Arts, Darcy's Reader be retained, and that the examinations therein be limited to passages selected from time to time by the examiners. The Sub-Committee suggest that for the examination of 1889 the passages indicated by the Association of Teachers may be used, if agreeable to the examiners.

3. French dictation has already been given, and should continue to be required; and the attention of the examiners should be directed to the utility of giving an easy French passage for translation at sight, and of setting questions on colloquial forms.

4. As to French reading, the same difficulty in estimating results will occur as in English reading, besides the occupying of extra time on the part of sub-examiners. This should, therefore, not be imperative or reckoned in the marks, but may be reported on by examiners and sub-examiners, and credit may be given to those schools in which it deserves commendation.

On motion of Sir William Dawson, seconded by Rev. Dr. Norman, it was resolved

"That the above report be adopted and communicated to McGill University and the University of Bishop's College, and to the Board of Examiners representing these universities, and this Committee for their action thereon."

The Committee then proceeded to examine the amendments to the school law which had been proposed by the Superintendent and by the Roman Catholic Committee of the Council of Public Instruction, and which were to be considered at a special meeting of the Council of Public Instruction called for that purpose. After a careful examination of the proposed amendments, there being no further business, the Committee adjourned, to meet on the third Wednesday in September, or earlier, on the call of the chairman.

ELSON I. REXFORD,
Secretary.

ANNUAL REPORT OF THE INSPECTOR OF
SUPERIOR SCHOOLS,

For the year 1886-87, to the Protestant Committee of the Council of Public Instruction, presented at the regular meeting of the Committee, held on the twenty-first of September, 1887.

TO HIS LORDSHIP THE BISHOP OF QUEBEC,
Chairman of the Committee.

MAY IT PLEASE YOUR LORDSHIP,—I have the honour to submit for your consideration, and for the consideration of the Protestant Committee of the Council of Public Instruction, my annual report in connection with the inspection of the Academies and Model Schools of the Province under their supervision. For purposes of alternate inspection at different seasons of the year, I have, at my own discretion, divided the whole Province into three districts: the first including the schools in the towns along the St. Lawrence and up the Ottawa; the second including the schools in the towns in a circle having Sherbrooke for its centre; and the third including what may be called the Eastern Townships proper. Under such an arrangement as this the Inspector may visit these districts at varying periods from year to year, so that after three or more years the Committee may, through the inspection reports made once a quarter, obtain certain knowledge of the working of the schools as they are in operation at the beginning, the middle and the end of the school year. In this way the schools may be inspected when the attendance is low and when it is supposed to be at its highest, thus obviating all objections in regard to the time at which the inspection takes place. The plan of making the inspection of the schools and holding the examinations at separate and distinct periods of the year seems to give general satisfaction to the teachers and the School Commissioners, though there is some diversity of opinion in regard to what ought to be the date of holding the examinations. The teachers of the Academies, with but one or two exceptions, favour the first week in June as the most suitable time; whereas a large number of the teachers of the Model Schools are of the opinion that the attendance will always be at its lowest at that

time of the year on account of the farming operations of the season. A pupil, however, who has made an attendance of *ninety* days is entitled to sit at the examination, even should he not be in regular attendance at the school up to the date of the examination. The present date of the examination has a strong argument in its favour. There is a tendency on the part of some of the outlying districts to limit as far as possible the period during which the school is open for the year. This is done on the plea of economy. A teacher employed for eight months costs less than one employed for ten months. But since the examination, which decides to a large extent the amount of grant to be given towards the support of the school, is held in June, an effort will be put forth everywhere to keep the school open to the end of the school year.

Many of our school districts have been in the past subject to periods of activity, during which every attention has been given to the improvement of the school buildings and to the encouragement of all connected with educational work, only to be followed, moreover, by periods of neglect and decay. The general condition of the school-houses, as they are at present, is one showing no lack of enterprise on the part of the people. The spirit of emulation is abroad, and as soon as it becomes known that the school building and the condition of its surroundings form important elements in the awarding of the grants, the general desire to have a fine school building in the town will become more than a mere desire. It is needless to say that the public school ought to be a place known of all others in the town or village for its pleasant surroundings. Yet very little effort has been made to improve the school grounds. A number of our schools have their grounds enclosed, but seldom has an attempt been made to beautify them. In a country which has been the first of the Canadian provinces to institute an Arbor Day, some encouragement should be given directly or indirectly to our Model Schools and Academies to plant trees in their vicinity. But beyond the building itself and the beautifying of its surroundings, it is very important that every attention should be given by the Commissioners to the proper cleansing and heating of the school-room. However humble a school building may be, it can certainly be kept "sweet and clean" at very little expense. In many in-

stances the school-rooms are not kept tidy, and therefore I think it would be well that some regulations, recommended perhaps by the Protestant Committee and adopted by the several Boards of Commissioners, should be put in force to secure the comfort of the pupils and the proper care-taking of the school property. As a matter of fact, a specially appointed caretaker in the country schools is a rarity, the *chores* being generally performed by some pupil exempted from the payment of fees, or in some other more irregular manner.

Nearly all the schools have fallen into line with the routine of school-work laid down by the prescribed Course of Study, as the tabulated returns of the June Examinations show. The report of these examinations gives evidence of some measure of success to the plan of simultaneous examination, and when a year's experience can be brought to bear upon the arrangements of subsequent years, even greater satisfaction may be expected. In the final awards made upon the statistics of the examination by the Committee, too much importance should not be attached to the position which any Academy or Model School may hold upon the list. In pointing out the best among so many schools is a difficult undertaking, so many elements having to be taken into consideration, namely, the *amount* of work done, as may be seen by the number of pupils in attendance, the number presented, and the grand total of marks; the *quality* of the work done, as may be seen from the average percentages of each pupil, and the total of the general averages per centum; and the general condition of the school, which is to be found from the Inspector's special reports on each school. If every school sent up a fair number of pupils in all the grades, then the product of the average per cent., multiplied by the number of pupils presented, would be a very good criterion for grading all the schools in an order of merit. But this is not the case, some schools presenting pupils of one grade only, others of two, and a number of three. Hence, it is hardly possible to discriminate the work of one school from another when the figures are not very widely different, for where one element may be strong, another may be weak, and besides everybody knows that as good work may be done in a small school as in a large one.

In the matter of apparatus, Commissioners are become more

and more familiar with the idea that no school can be properly conducted without a good series of maps, globes, blackboard, and the other school appliances which tend to make the school-room a pleasant place alike, for children and for teacher. Generally speaking, the schools in the hands of trained teachers are fairly well supplied with apparatus, and a movement is on foot in some of the best of our academies to provide additional apparatus to what they already possess, with money raised by subscription or school entertainments. It is pleasant to know that a cheap series of maps has been authorized for use.

In conclusion, I have to bear testimony to the uniform courtesy with which my visits to the various schools have been received by Commissioners and teachers, and to thank the Secretary of the Department of Public Instruction for the valuable assistance he has rendered to me while fulfilling my duties to the Protestant Committee and to the Province.

(Signed) J. M. HARPER,
Insp. Sup. Schools.

Teachers' Institutes—Four Institutes will be held during the second and third weeks of July next. Two Institutes will open on Tuesday, the 10th of July next, one at Bishop's College, Lennoxville, and one at Aylmer. The remaining two Institutes will open Tuesday, the 17th of July, one at Lachute and one at Cowansville. Dr. Robins and Prof. Parmelee will take charge of the Institutes at Cowansville and Aylmer, and the Secretary of the Department and Dr. Harper will take charge of the Institutes at Lennoxville and Lachute. The following will be the programme for the Institutes at Cowansville and Aylmer:—

TIME.	SUBJECT.	LECTURER.
Tuesday—10-11	Introductory Geography.....	Prof. Parmelee.
11-12	First notions of numbers.....	Dr. Robins
2- 3	Question box.....	
3- 4	Measurement of angles.....	Dr. Robins
4- 5	Elementary Grammar.....	Prof. Parmelee
Wed'n'y.— 9-10	Conference on School Difficulties.....	
10-11	Relations of Earth to Sun and Moon, Tides and Seasons.....	Prof. Parmelee
11-12	Elementary Rules of Arithmetic.....	Dr. Robins
2- 3	Question box.....	
3- 4	Measurement of lines.....	Dr. Robins
4- 5	Composition in relation to Grammar.....	Prof. Parmelee

Thursd'y—	9-10—Conference on School Difficulties.....	
	10-11—Continent of North America.....	Prof. Parmelee
	11-12—Fractions.....	Dr. Robins
	2- 3—Question box.....	
	3- 4—Measurement of surfaces.....	Dr. Robins
	4- 5—Analysis and parsing of idioms.....	Prof. Parmelee
Friday —	9-10—Conference on School Difficulties.....	
	10-11—Baldwin's School Management, Part II, Gage's Edition.....	Prof. Parmelee
	11-12—Unusual methods in Arithmetic.....	Dr. Robins
	2- 3—Question box..	
	3- 4—Measurements of solids.....	Dr. Robins
	4- 5—Baldwin's School Management, Part V, Gage's Edition.....	Prof. Parmelee

It is particularly desired that Teachers, who intend to be present at these Institutes, prepare themselves by careful preliminary study for profiting to the utmost by the exercises of the classes.

At Lennoxville and Lachute, Dr. Harper will take up the subject of Grammar, and Study and Teaching. Rev. Elson I. Rexford will take up the method of teaching Reading, and School Organization. Teachers are requested to read the chapters in Baldwin's School Management on "School Organization" and "Study and Teaching," as a preparation for the work at Lennoxville and Lachute. The teachers are also requested to bring with them a copy of the time-tables which they followed in their last schools and a copy of Gage's First Primer.

At Bishop's College, the College and School rooms will be placed at the disposal of the Institute. The lady teachers will occupy the School building, and the gentlemen the College building. The arrangements have been most satisfactory in previous years and the cost of board and lodging has been less than fifty cents per day. Those intending to be present at Lennoxville, are requested to send their names to the Rev. Prof. Scarth, Lennoxville.

Arrangements are being made to provide hospitality for the members of the other Institutes, and teachers desiring such provision should send their names to Mr. Wardrope, for Cowansville; Mr. McOuat, for Lachute; Mr. McIntosh, for Aylmer.

Teachers' Institute Certificates.—The following teachers having fulfilled the conditions prescribed, have been granted Certificates of Attendance at the Teachers' Normal Institutes of 1887.

LENNOXVILLE INSTITUTE.

Alger, Ellen L., Johnville.	*Hepburn, Janet, Stanstead Plain.
Andrews, Ada D., Eaton Corner.	Ives, Victoria L., Stanstead.
Andrews, Augusta S., South Dudswell	Johnston, Lizzie, South Durham.
Balfour, Henrietta, Lennoxville.	Keough, M. Emma, Coaticook.
Ball, Elizabeth, Waterville.	*Kerr, Minnie, Lennoxville.
Ball, Isabella, Waterville.	Marlin, Rebecca, Lennoxville.
Ball, Minnie E., Waterville.	*Ord. Lucy, Robinson Bury.
Bayley, M. E., Compton.	Pehlemann, E. M., Robinson Bury.
Berry Priscilla I., Lennoxville.	Pianche, Eva M., Maple Leaf, Newport
Bottom, Clara, Sherbrooke.	Stacey, Idilia, Ascot Corner.
Bradley, Nettie, Lennoxville.	*Stevenson, Emma, Learned Plain.
Cross, Bertie Z., Melbourne.	Symington, Agnes C., Brompton.
Elliott, May L., Lennoxville.	Trairs, Harpal, Waterville.
Farnsworth, C. O., Eaton.	Varner M. R., Dixville.
Hepburn, Annie M., Robinson Bury.	Whyman, Elizabeth, Waterville.

BEDFORD INSTITUTE.

*Bachelder Ida M., Stanbridge East	Mooney Susie S., Bolton Glen.
Collins Edith, East Farnham.	Parsonage Emma C., Cowansville.
Concoran Sarah, South Stukely.	*Roy F. A. Mrs., Acton Val.
Craig Annie E., West Shefford.	*Ryder Clara J., Granboro.
Foss Ella, East Farnham.	Rix, Emma, West Farnham.
Fuller George D., Adamsville.	*Shufelt Florence E. Mrs., Iron Hill.
Farrell Lizzie, Clarenceville.	Stone Effie, North Stanbridge.
Halse J. Mrs., Sweetsburg.	*Taylor Mary, Knowlton.
Humphrey Alice M., Cowansville.	Teel Ruth M., Cowansville.
*Kemp Bertha E., St. Armand Centre	Whitehead Frances A., Iron Hill.
McGregor Annie, South Granby.	Wilkinson Effie E., East Farnham.
Miller Lila J., Dunham.	*Winchester A. A., Glen Almond.
Mooney Cora D., Bolton Glen.	Winchester R. T., Bassin du Lièvre.
Mooney May E., Bolton Glen.	Woodbury Minnie, East Farnham.

AYLMER INSTITUTE.

Dahurs Lucy, Bellmount.	Martin Annie, Aylmer.
Edey Lucy W., Billerica.	*McNie Emma, Aylmer.
Finlan Anna, Bristol, Elmside.	*Tighe Mary, Rawdon.
Hanna Charrie S., Shawville.	Wilkie E. A., Aylmer.
Hodgins Letitia M., Coulonge.	Paton Helen, Brownsburg.
Johnston Jennie E., Wakefield.	

ORMSTOWN INSTITUTE.

*Campbell Margaret J., Ormstown.	Gomery Eleanor M., Huntingdon.
Dowler Annie A., Sherbrooke.	*McDougall Jane, Ormstown.
Dowling Constance, Aubry,	Walker Maggie, Dewittville.
Gilbert Janet, Franklin Centre.	

* These teachers obtained triennial certificates.

Boards of Examiners.—The Protestant divisions of the Board of Examiners for candidates for teachers' diplomas, meet on the first Tuesday in July, at Portage du Fort, Aylmer, Montreal,

Sweetsburg, Stanstead, Sherbrooke, Richmond, Three Rivers, Quebec, Paspébiac and Gaspé Village. Candidates are required to produce a certificate of age, and certificate of moral character according to the authorized form.

No candidate is admitted to the examination who is not nearer eighteen than seventeen years of age. At the last examination the failures were chiefly upon Art of Teaching, Physiology and Hygiene, and Composition and English Literature. In the two former subjects, special text-books are prescribed for the examination, and unless the candidates prepare themselves upon these text-books they will find themselves in difficulties at the examination. Certain chapters in Baldwin's School Management have been prescribed for the elementary diploma, and unless candidates are familiar with these chapters they will be placed at a great disadvantage in the examination. The same remark applies to the text-book named for the examination in Physiology and Hygiene. In composition and English Literature, in addition to the ability to write correctly a short descriptive composition, a careful study of the *Deserted Village* from any school edition with notes, such as Blaikie's ten cent edition, will give all the preparation required.

Teachers' Diplomas.—There are two or three points connected with diplomas granted by Boards of Examiners which should receive the attention of School Commissioners and Trustees in the engagement of teachers. 1. Only those diplomas granted by Protestant Divisions of Boards of Examiners are valid for teaching in Protestant schools.

2. Second class elementary diplomas granted during the years 1884, 1885, 1886, were valid for one year only, and have therefore expired.

3. Third class elementary diplomas are valid for one year from date only.

4. Second class elementary and model school diplomas granted after 1st July, 1887, have the same standing and value as first class model school and elementary diplomas granted before that date. The advertisements of school boards for first class teachers should now read "teachers holding first class diplomas or second class under the new regulations."

5. Persons holding diplomas from other Provinces are not eligible for engagement in this province. It is evident from the foregoing statements that school boards should carefully examine teachers' diplomas before engaging the teachers.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an order-in-council of the 9th March, 1888, to appoint Mr. John Wood trustee for the municipality of Roxton Falls, Co. Shefford, vice Mr. C. C. Vansantford, who has definitely left the municipality.

20th March. To appoint five school commissioners for the municipality of St. Pierre Baptiste, Co. Megantic; five for the municipality of Aldfield South, Co. Pontiac; two for the municipality of St. Thérèse, Co. Terrebonne; one for the municipality of Isle Perrot, Co. Vaudreuil; and one school trustee for the municipality of L'Ange Gardien, Co. Ottawa. O. G. 710.

27th March. To appoint five school commissioners for the municipality of the "village de Saint Tite," Co. Champlain.

20th March. To detach certain lots from the municipality of St. Malacy, Co. Dorchester, and to annex them to the municipality of Frampton West, same county for school purposes.

To annex to the school municipality of Templeton West, Co. Ottawa, Nos. 23, 24, 25, 26, 27 and 28 in the first range of the township of Templeton, and the south half of the lots Nos. 27 and 28 in the second range of the same township.

24th March. To erect a school municipality under the name of Massé and Ouimet, Co. Rimouski.

26th March. To appoint five school commissioners for the municipality of Massé and Ouimet, Co. Rimouski.

24th March. To amend the order-in-council of the 18th February concerning the erection of the village of Carillon, Co. Argenteuil into a school municipality.

27th March. To detach certain territory from the municipality of St. Margaret of Blairfindie, Co. St. John, and to annex it to the municipality of St. Valentin, same county, for school purposes. O. G. 713.

4th April. To appoint five school commissioners for the municipality of St. Bruno de Woodbridge, Co. Kamouraska; five for the municipality of Cote St. Gabriel, Co. Terrebonne; and one school trustee for the municipality of Hinchinbrooke, Co. Huntingdon. O. G. 800.

7th April. To erect a distinct school municipality under the name of Plessisville, Co. Megantic.

To detach certain lots from the municipality of Ste. Marie, Co. Beauce, and to annex them to the parish of Marguerite, Co. Dorchester, for school purposes.